

# CEEMAN *news*



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**Interview with CEEMAN Champions 2015**

**Report on CEEMAN Executive Education Forum 2015  
and Other CEEMAN Activities and Programs**

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## A Word from President of CEEMAN



Dear friends and colleagues,

We have a very rich and successful year behind us.

In September, we held the [23rd CEEMAN Annual Conference](#) in Almaty, Kazakhstan, organized with valuable support from Almaty Management University and its president, Assylbek Kozhakhmetov. During that event, we discussed the topic of "Localization vs. Globalization of Management Development in Dynamic Societies". The conference gathered over 150 participants from 36 countries, including a significant number of universities from Central Asia. In Almaty, we also welcomed new CEEMAN members, congratulated newly accredited schools, and announced the winners of the [21st CEEMAN Case Writing Competition](#), organized in cooperation with Emerald Group Publishing, as well as the recipients of the [CEEMAN Champion Awards](#) in teaching, research, and responsible management education.

With the support of Izmir University of Economics, we organized the [CEEMAN Executive Education Forum](#) in November, in the beautiful Mediterranean city of Izmir, Turkey, where we focused on the "Current and Future Business Needs in South-East Europe and Executive Education Responses".

We are excited to see the growing interest in CEEMAN's [IQA - International Quality Accreditation](#) and the good progress of CEEMAN's research project on Management Development Needs. We are also glad to see that our members and other schools in Central and Eastern Europe are active in the global initiative of Principles of Responsible Management Education (PRME), an organization of which CEEMAN is a steering committee member. These activities will now gain even more momentum and visibility through the official establishment of the PRME CEE chapter in April.

Our [International Management Teachers Academy](#) (IMTA), taking place on 12-23 June 2016, and [Program Management Seminar](#) (13-15 April 2016) are generating interest from all over the world and first applications have already started

coming in. I encourage you not to miss these great development opportunities for your faculty and staff!

Please mark your calendars also for the [24th CEEMAN Annual Conference](#) that will be taking place in Tallinn, Estonia on 28-30 September 2016. The host and co-organizer of the event will be Tallinn School of Economics and Business Administration (TSEBA). The working title of the conference is "Management Education for a Digital World".

I would like to use this opportunity to thank all CEEMAN members and partners for their cooperation in the past year. I look forward to continuing and strengthening it also in the future!

Best wishes for the upcoming holidays and a happy New Year on behalf of all CEEMAN team.

Sincerely yours,

A handwritten signature in black ink, which appears to read "Danica Purg".

Danica Purg

# Interview with CEEMAN Champions 2015

by Maja Medja Vidic

*Through the establishment of the CEEMAN Champion Awards in 2010, CEEMAN has committed itself to promoting and rewarding outstanding achievements of individuals associated with CEEMAN in areas that are considered critical for success in business education and management development: teaching, research, institutional management, and responsible management education. The CEEMAN Champions are among those from whom we can get first-hand insights into their personal and institutional success stories and an inspiration for our own endeavors for excellence and outstanding achievements. Their achievements and experiences can also offer learning lessons of broader value. For this reason, we asked the 2015 Champions - Prof. Can Akkan, Sabanci University, School of Management, Turkey (in the category of teaching), Prof. Dorota Dobija, Kozminski University, Poland (research category), and Dr. Marcela Ramirez-Pasillas, Jönköping International Business School (JIBS), Sweden (responsible management education category) - to respond to questions concerning the areas of their excellence, business education, and leadership development in general.*

## **CEEMAN Interview with 2015 CEEMAN Champion Can Akkan**

**Maja Medja Vidic: What are the teaching-related challenges that your colleagues and you personally come across most often? Have these challenges changed since you first started teaching?**

**Can Akkan:** The challenge that we come across most often is probably making the classroom experience more interesting, engaging, and rewarding. These challenges are, of course, essentially demands coming from the students. I would not say these challenges did not exist 20 years ago when I started teaching, because there were students with such demands even at that time. However, the nature and extent of these challenges have changed. If we look at different student groups or segments, we can understand the dynamics behind these changes. The new generations of undergraduates find it more difficult to concentrate unless they are actively involved, and they are used to instant gratification. They like to be rewarded quickly and question the value that they get from education.

On the other hand, more and more adult learners come to universities to learn management. Our Executive MBA program has been our fastest growing program. Due to the fact that they are busy professionals who are using their limited free time to attend our part-time programs, they are much more demanding in terms of their classroom experience. I should also point out

that these three characteristics of classroom experience are inter-related but they are distinct aspects of teaching that professors should consider separately. An interesting and engaging classroom experience would be more likely to be perceived as rewarding, but unless the content matches the students' needs and goals it would not be perceived as fully rewarding.

**MMV: In your nomination for the CEEMAN Champion Award in teaching by Sabanci University, it was emphasized that you have been a passionate advocate of active learning in the classroom and innovations that you have introduced throughout the university. Could you tell us more about it?**

**CA:** Due to my area of specialization, I have been teaching mainly quantitative courses, such as statistics and analytics (quantitative or mathematical modeling). So when I had the chance to design an introduction to a management course for our new Bachelor in Management program at Sabanci, I designed that course in such a way that it involved heavy use of MS Excel for all the requirements of the course, including the so called "in-class exercises".

The course contents were heavily influenced by courses designed by Prof. Erhan Erkut at the University of Alberta, Canada. My goal was to keep a classroom of about 90 students active while I was teaching. Since Sabanci University provided laptop computers to all its undergraduate students, I decided to use a web site to dis-



Can Akkan, receiver of the 2015 CEEMAN Champion Award in the teaching category

tribute to the students the examples that I worked on and the in-class exercises that the students had to complete. As a result, students did not just passively listen to me but kept working busily on the examples and exercises.

With a carefully selected and designed set of topics and a term project involving a preparation of a business plan, the course became interesting, engaging, and rewarding. It became one of the most popular courses in the university. Our annual intake is around 650 students. Almost 300 of them take that course each year. As a result, a colleague of mine and I received the Graduating Class Teaching Award.

*My goal was to keep a classroom of about 90 students active while I was teaching ... With a carefully selected and designed set of topics and a term project involving a preparation of a business plan, the course became interesting, engaging, and rewarding.*

Encouraged by the success of this pedagogy, I gave active learning seminars to new professors hired by the university every year, and the current professors at the School of Management. Most of my colleagues started using active learning techniques after some changes that they felt they had to make so as to adapt the courses to their teaching styles).

All 650 first-year students take a science course. When it was being redesigned, the committee responsible for this project introduced active learning elements that I promoted both in lectures and recitations (problem sessions). The changes were welcomed by the students, and not only the course evaluations but also the students' learning performance improved measurably.

*...engagement with the international community of professors who love teaching helped me learn and gave me the courage and the motivation to work further and experiment on these pedagogical approaches.*

**MMV: As in any other profession, achieving excellence in teaching requires talent, a lot of efforts, and passion, as well as continuous learning and self-development. Faculty development efforts aimed at improving teaching skills play an important role. How do you see the complementarity of the programs carried out within an institution and those that are inter-institutional and international in their approach and nature, such as CEEMAN's International Management Teachers Academy (IMTA)?**

**CA:** I believe that both intra-institutional and inter-institutional programs are essential and complimentary. I started experimenting with active learning in quantitative courses in the mid-1990's, when students did not have laptops but there were computer labs. Later, I benefitted from listening to seminars given by passionate teachers, such as Erhan Erkut of the University of Alberta, and then I attended one of the INFORMS Teaching of Management Science summer workshops in the US. Such engagement with the international community of professors who love teaching helped me learn and gave me the courage and the motivation to work further and experiment on these pedagogical approaches.

**MMV: You and other CEEMAN 2015 Champions have already received a number of prestigious awards and recognitions for your past achievements. In this context, how do you view the CEEMAN Champion Award that you have just**

received? Related to this is the question of how this award was perceived by your colleagues and the institution as a whole.

*Most research universities claim that teaching and research are equally important but this is easier said than done, as teaching lacks visibility.*

**CA:** The awards I had received before were those that were given by the institution that I was teaching at. CEEMAN's award is the first international award that I have received, this makes it very special for me. Research productivity has a lot of international visibility but teaching does not. So, international awards given by respected institutions, such as CEEMAN, fill an important void. Most research universities claim that teaching and research are equally important but this is easier said than done, as teaching lacks visibility. My institution announced this award to students, faculty, and alumni. I have received congratulatory remarks from all these stakeholders. A former student who took my Introduction to Management course 12 years ago wrote that he still thought that it was the best course he had ever taken and I deserved this award! The news spread outside my university as well, and a colleague from another Turkish university invited me to give a seminar at his university's teaching center.

#### **CEEMAN Interview with 2015 CEEMAN Champion Dorota Dobija**

**Maja Medja Vidic: Dorota, in your nomination by Kozminski University it was pointed out that you have an extensive research record on your main research topic of corporate governance mechanisms for better monitoring of the information gap between an organization's management and its stakeholders. The CEEMAN Champion Awards committee found your research highly relevant. What are the key recommendations that you derive from your research?**

**Dorota Dobija:** Let me first explain what I understand by corporate governance. It is a system that should balance the expectations of different actors and their selfish behaviors. It is a dynamic system that starts to evolve once its balance has been disturbed, until it reaches a point of apparent and relative equilibrium. New scandals or crises produce further imbalance. The events of the past decade have proven a significant disproportion in the access to information about



*Dorota Dobija, receiver of the 2015 CEEMAN Champion Award in the research category*

the actual management activities of other actors in the financial markets. Therefore, we have witnessed a growth in the number of regulations aimed at improving access to company information, including financial information, but also an improvement of information quality.

*The main conclusion from my research is that corporate governance systems are contextual ... Therefore policy makers should be very careful when imposing different corporate governance regulations on companies.*

Furthermore, investors who choose between alternative investment projects have more possibilities to compare the available options. I have focused my research (in part conducted with other scholars) in the area of corporate governance on two issues: the functioning and effectiveness of audit committees and the role of financial auditors in effective systems of corporate governance. The main conclusion from my research is that corporate governance systems are contextual. They are different because of the different actors and business environments for which they are designed. The Polish corporate governance system is totally different from the British one, and even the German one. It is not because there are one-tier and two-tier systems, but because of differences in economic history, economic forces, ownership structure, stage of development of the capital market, economy, culture, acceptable social norms, and so forth.

It is therefore very difficult to apply and integrate borrowed concepts even if they work well in their original environment. They may seem totally alien in a different environment. Independence, an audit committee, and fair value may mean different things in different countries. Therefore policy makers should be very careful when imposing different corporate governance regulations on companies. It is not surprising that audit committees in Central and Eastern Europe usually play a ceremonial role rather than provide effective monitoring of financial reporting of listed companies.

*...students want to be involved in interesting research projects and actively participate. The projects have to have some practical or policy-related application rather than be based solely on abstract theoretical constructs.*

**MMV: You are vice-rector for research and faculty development at Kozminski University. You were also involved in various research activities and you chaired the 2015 conference of the European Academy of Management (EURAM). In your view, how could business schools achieve better integration of research in the teaching process? And how could business benefit from research?**

**DD:** Just yesterday, when I was summing up the course that I taught this semester, I started to talk to my students about my latest research results. The project is about women's involvement in corporate governance. The results show that women can have an impact on the quality of financial reporting only when they are given voice. They should be chairs of supervisory boards, like in Poland. I was surprised to see the students silently listening to what I was saying. When I asked them why, they told me that I had caught their attention as what I was saying was interesting. I realized that theoretical concepts can be explained more easily when they relate to some research results or some practice. More importantly, students want to be involved in interesting research projects and actively participate. The projects however will have to have some practical or

policy-related application rather than be based solely on abstract theoretical constructs.

**MMV: You and the other CEEMAN 2015 Champions have already received a number of prestigious awards and recognition for your past achievements. In this context, what do you think of the CEEMAN Champion Award that you have just received? Related to this is the question of how this award was perceived by your colleagues and your institution as a whole. This is not the first time that faculty members from Kozminski University have received a CEEMAN Champion Award.**

**DD:** Yes, indeed this is not the first time. Professor Andrzej Kozminski and Professor Wojciech Gasparski received the CEEMAN Champion Awards before, but this is the first time that an award has been given to Kozminski University in the research category. This award is important for the Kozminski University community as a signal that research is embedded in the DBA program of the university. Above all, it is extremely important to me personally. I am so proud that I was able to continue to be engaged in research and at the same time hold the position of vice-rector for research at Kozminski University and have a baby. This requires a lot of strong will and commitment, but I think it pays off. I was raised in a family where self-development, discovery, and hard work were very important values. I think this self-development need is a very important feature of my nature. I get engaged in various research projects not because I need to or because I want to publish something. I do it because I love to discover and learn new things.

*This award is important for the Kozminski University community as a signal that research is embedded in the DBA program of the university. Above all, it is extremely important to me personally.*

I also think that I would not be credible as a research administrator if I was not working on my own research projects. I knew from my personal experience how much effort is required to write a research proposal and get external funding, what it is like to lead a successful research team, or how much time it takes to have a paper

accepted for publication. I can share my experience with others, and thus hope to influence the research spirit of Kozminski University.

**CEEMAN Interview with 2015 CEEMAN Champion Marcela Ramirez-Pasillas**

**Maja Medja Vidic:** Marcela, your nomination for the Responsible Management Award states that you became the PRME project manager in 2013 when Jönköping International Business School (JIBS) made the decision to include responsibility as one of its guiding principles. How was this done in practice?

*To champion the "responsible in action" element, I built a strategy, anchored on three pillars: bottom-up work, lateral work, and top-down work ... with these three pillars, JIBS is building a stronger foundation of responsibility and sustainability.*

**Marcela Ramirez-Pasillas:** JIBS is a young, EQUIS-accredited institution, situated in the heart of Scandinavia. Founded in 1994, with a vision to be a modern, entrepreneurial, and international business school, JIBS has thrived and grown in close collaboration with regional businesses in Sweden and through participation in international forums.

As a part of the continued work on honing our mission to "advance the theory and practice of business, with a specific focus on entrepreneurship, ownership and renewal" – and with reference to feedback from EFMD – JIBS has decided to strengthen its guiding principles to be "international at heart, entrepreneurial in mind, and responsible in action", and incorporate them further in its strategic work.

One of the school's first steps was to become a signatory to UN's Principles for Responsible Management Education (PRME). At the start of this project in 2013, JIBS appointed me PRME project manager.



*Marcela Ramirez-Pasillas, receiver of the 2015 CEEMAN Champion Award in the responsible management education category*

To champion the "responsible in action" element, I built a strategy, anchored on three pillars: bottom-up work, lateral work, and top-down work. The bottom-up work is centered on building partnerships with students and empowering them to become change agents. Students co-create their education with teachers, students, and the companies that they interact with, thus influencing the future of business schools. Together with a master student, I launched Re-Act, a responsible-in-action student club. The current (third) board of students has scaled up this organization, transforming it into a fully independent student club.

*To promote responsible and sustainable business school leadership, it is essential to engage faculty, students and management in the development of initiatives and activities ... With the development of these vehicles, business schools can build a stronger foundation to promote responsible leadership.*

The lateral work is centered on "walking the talk"; that is, leading by example by learning how to build an education for sustainability. I employed PRME and the global challenges of sustainabil-



ity as a tool to improve my own work, redesign courses, and conduct research.

The top-down work consisted of the creation of arenas for dialogue and competence development of staff and students, for instance by organizing seminars for academic staff as an arena for exchanging ideas and knowledge. We co-organized the first mini-conference on “Business Models and Sustainability” with the Center for Business in Society at the University of Gothenburg.

*This award provides legitimacy for the work that JIBS is doing, and motivates people to find ways to work with the global challenge of sustainability.*

Overall, with these three pillars, JIBS is building a stronger foundation of responsibility and sustainability.

**MMV: What do you see as the main challenges for business schools in promoting the idea of sustainable development and responsible leadership? What long-term benefits do you see from the inclusion of the topic of responsible management education in the curricula and strategy of institutions?**

**MRP:** To promote responsible and sustainable business school leadership, it is essential to engage faculty, students and management in the development of initiatives and activities. For instance, we organize faculty seminars, student seminars, and conference days with researchers and practitioners specialized in responsibility and sustainability. Thus, faculty seminars serve as a learning vehicle to inspire the inclusion of responsibility and sustainability in teaching activities and research agendas. They also provide an arena for networking with key faculty from other universities.

Student seminars and events serve as an enabling vehicle to inspire students to proceed with alternative career paths by learning about a new subject. They engage them to work with sustainability. Enabling vehicles need to be key elements in the curriculum. Students participate in guest lectures or seminars and link what they have learned with their course subjects and individual interests. We also need to collaborate with

the top management of business schools and entire universities. Continuous support from top managers is important to advance the work on responsibility and sustainability. With the development of these vehicles, business schools can build a stronger foundation to promote responsible leadership.

**MMV: What do you think of the CEEMAN Champion Award that you have just received? Related to this is the question of how this award was perceived by your colleagues and your institution as a whole.**

**MRP:** It has been an amazing experience. An award like this is never the outcome of the work of one individual. It is the outcome of many efforts. My colleagues surprised me with delicious cakes to celebrate the award! My colleagues, students, and friends from my home country, Mexico, celebrated this achievement with me. This award provides legitimacy for the work that JIBS is doing, and motivates people to find ways to work with the global challenge of sustainability. I am thankful to CEEMAN and the reviewers that were involved in the process!

## CEEMAN Executive Education Forum 2015

The 2015 CEEMAN Executive Education Forum took place on 5-6 November in Izmir, Turkey. It was hosted by the Izmir University of Economics and supported by IEDC-Bled School of Management and the Izmir Chamber of Commerce.

The event was attended by about 50 participants from 10 countries. The participants discussed the current and future business needs in South-East Europe and executive education responses.

The forum opened with a keynote by Ersin Özince, president of the board of directors of İş Bankası, Turkey. He stressed the importance of relying on highly professional local managers for companies operating and investing in Central and Eastern European markets, and commended the significant increase in quality of executive education offerings in the region. He noted that the current turmoil in the financial system is very serious and is “sucking out” entrepreneurial potential from the Central and Eastern European region. The globalization of financial systems brings advantages and risks. More pragmatic solutions and careful government planning need to be implemented to make the financial sector stronger and provide adequate financial resources for countries to be economically independent. Financial inclusiveness through answering the financial needs of different income groups is becoming increasingly important, and labor issues have to be urgently addressed.

Another keynote speaker was Ali Pandir, chairman and managing director of Erdemir Group, Turkey. During his international career, he lived and worked in environments undergoing significant changes and turbulent times (Turkey, China, and South-East Asia). He stressed that for managers and business school graduates living and working in the current volatile, uncertain, complex and ambiguous world, it is especially important to see and read the big picture and understand how the world is changing in the present and the future. The left part of the brain should be encouraged more. We should rely not only on rational and pragmatic thinking but also on emotional intelligence, creativity, and innovation, while leaders should inspire their followers in order to drive change.

The business panel was led by Mazhar Izmiroglu, honorary consul of Slovenia in Turkey. It provided multiple highlights related to current and future business needs. Neslihan Cakit, director of organizational development and talent management of the Erdemir Group, mentioned that according to Global Entrepreneurship Monitor, Turkey needs one million entrepreneurs in the next few years to overcome its current economic difficulties, which is a great opportunity for business schools and universities. To train both entrepreneurs and intrapreneurs (entrepreneurs within corporations), innovative and collaborative education techniques have proved to be more successful. Anastasia Sideri, communications director for CSE of the Coca-Cola Company, Greece, stressed the importance of an ethical mindset in business, and that business schools should better integrate an ethical mentality and embed the universal values of honesty, respect, fairness, responsibility, and compassion in their programs. *“Being leaders in business and education is a privilege and responsibility”*, she noted.

Boštjan Skalar, former director of the Slovenian Public Agency for Promotion of Investment, Internationalization, Entrepreneurship and Tourism (SPIRIT), and former consul for economic affairs in Turkey presented some of the challenges and opportunities of working with millennials, including some of the differences between more developed and less developed countries. Müjgan Suver, chief executive and founder of the EU and Human Rights Platform at Turkey's Marmara Foundation, spoke about the importance of greater inclusiveness of female talent in business life.

The educators' panel, moderated by Serdar Özkan, deputy director of the Graduate School of Business of Izmir University of Economics, discussed several interesting examples of successful executive education practices. Quite a few business schools already address business needs for more soft skills through their programs. Danica Purg, president of IEDC-Bled School of Management, showed a movie about the integration of various forms of arts in MBA programs and explained how this helps participants open

*Ersin Özince, President of the Board of Directors of İş Bankası, delivers the Forum opening keynote speech*



up new perspectives on the challenges and issues that they face in their companies, become more perceptive, and develop leadership and people skills. Sergei Filonovich, dean of the Graduate Management School at the National Research University - Higher School of Economics in Russia, built on that further and explained how intuition and emotional intelligence can be developed with the help of art, music, paintings, and movies. He also indicated the increasing importance of life-long learning and the trend toward a system of executive education offerings, addressing different needs at different stages of one's career rather than stand-alone programs. In top leadership positions, he said, the role of individual executive coaching is also extremely important. Burcin Buzkaya, associate dean of Sabanci University, Turkey, shared some insights into a new project on big data that his university is starting. The objective is to enable the university to analyze vast amounts of data that big corporations gather through their work, in order to produce new insights and relevant outputs for more effective data-driven decisions. Kostas Axaroglou, associate dean of ALBA Graduate Business School at the American College of Greece, showed how his school has completely revised its executive education programs due to the financial and economic crisis in the country. He highlighted the role of business schools as hot spots for life-long learning and the crucial importance of close cooperation with business for increasing employability and overcoming external obstacles and circumstances, working together for the benefit of the whole society. Recep Pekdemir, dean of the Istanbul University School of Business, shared insights from the 80 years of his university's development, which started with the first executive education programs back in the 1950s.

The forum concluded with highly interactive World Café discussions where participants had an opportunity to brainstorm on how cooperation between companies and business schools could be further improved to achieve stronger competitive advantages and a win-win situation for both parties. There are already many successful examples of new ways of learning, new types of programs, and cooperation between companies and business schools. However, in the words of the forum's moderator Gazmend Haxhia, president of A.S.G., Albania, "the future is not waiting for deans and directors to figure it out", and business schools should listen better and act faster to answer the changing needs of businesses and society.

*Speakers' presentations are available at [www.ceeman.org/exed](http://www.ceeman.org/exed).*

## Save the Date for the 24th CEEMAN Annual Conference in Tallinn, Estonia!

The 2016 CEEMAN Annual Conference will be held in Tallinn, Estonia, on September 28-30. The conference will be co-organized and hosted by our member, Tallinn School of Economics and Business Administration (TSEBA).



Logistic details will be announced shortly.

[Keep me informed.](#)

## TSEBA Awarded IQA Accreditation

CEEMAN is very proud to announce that the Tallinn School of Economics and Business Administration (TSEBA) of the Tallinn University of Technology has acquired a six-year International Quality Accreditation (IQA) and has become part of CEEMAN's IQA community.

The Tallinn University of Technology (TUT) was created in 1918. It combines education and research in technology as well as natural, social, and health sciences. TSEBA is one of eight faculties at TUT created in 1940 and it has just celebrated its 75 anniversary. TSEBA is the largest school within TUT in terms of student numbers and is the market leader in providing economics and business education in Estonia. Currently, the school has approximately 2,310 students: 59 percent undergraduates, 37 percent masters, and four percent doctoral. The school has more than 15,000 alumni.

On the basis of the self-assessment report and site visit to TSEBA in September 2015, it was acknowledged that TSEBA has a very strong research culture, high quality of teaching and learning, and an impressive level of internationalization. It was recognized that TSEBA faculty are fully dedicated to research productivity which has had a positive impact on the teaching and

learning process. Concerning pedagogical excellence, current students and alumni and employers expressed positive opinions on the quality of the education provided by TSEBA. Student evaluations of the quality of faculty classroom performance are above four on a five-point scale. TSEBA has already been able to reach a high level of internationalization, especially compared with the typical situation in Central and Eastern Europe. About 15 percent of TSEBA's students come from abroad. Nearly 450 international students from 43 countries are currently studying in English language programs at TSEBA. In addition, approximately 150 exchange students are studying in the Erasmus program. TSEBA has also been successful in internationalizing its faculty.

### Testimonial of TSEBA

*TSEBA is competing for the best students with other universities in Estonia as well as on the international education market. To be successful, in addition to the provision of competitive education and a high academic level we need official recognition by organizations that evaluate and accredit international business education. Originally an organization that brought together mainly East and Central European business schools, CEEMAN, is now well known in Estonia as well as in the neighboring countries, and the IQA accreditation awarded by this organization is highly valued. The IQA accreditation process gave TSEBA an opportunity to involve high-level experts in the self-evaluation process. In addition to the in-depth inventory, the process provided valuable feedback, which is a precondition for the further perfection of the organization.*

*Peer review team members  
Prof. Daniel Szpiro, Prof. Maciej Żukowski and Prof. Jan Sjölin,  
with Üllas Ehrlich, Dean of TSEBA (second from left)*



## Program Management Seminar 2016 – Improve Your Operational Excellence!



The 12th edition of the Program Management Seminar invites applications from program managers, coordinators, and directors, as well as institutional leaders (deans, directors, and heads of departments) interested in organizing and improving the program management function at their institutions.

The program is designed and delivered as a living example of a best practice. While emphasizing the need for educational programs to meet participants' expectations and challenges, the Program Management Seminar strongly emphasizes also the needs of its participants.

During the three-day seminar, you will improve your skills related to the promotion and delivery of educational programs and learn about best practices in initiating, developing, organizing, coordinating, and streamlining program management processes and methodologies.

Some of the topics covered are:

- The complex role of the program manager in program delivery
- Building a positive learning environment
- Understanding target markets
- Delivering high-level customer satisfaction
- How to decide on marketing investments to increase enrollments
- Admission systems

- Post-program activities
- Managing alumni relations
- Managing the performance of program staff
- Hiring and motivating program management staff
- Dealing with difficult participants
- Working with faculty and gaining the cooperation of institutional leaders
- Handling ethical dilemmas in the program manager's role
- Time management and handling the pressure of the job

The previous editions of the program in 2005-2015 were attended by more than 350 participants from over 130 institutions in 40 countries of Europe, Asia, and Africa.

*"It's a wonderful interactive program where you get to talk to people who experience the same [challenges] day by day as you – a great learning experience".*

Anne Czambor, ESMT-European School of Management and Technology, Germany  
(Program Management Seminar 2015)

Join us on 13-15 April 2016 in Bled, Slovenia! Find out [more](#).



## International Management Teachers Academy (IMTA) 2016 – “A Must for Faculty Members in the Management Field”



IMTA is a two-week, highly intensive major European faculty development program aimed at developing a new generation of management educators for the new generation of effective and responsible business leaders.

IMTA focuses on the multiple role of faculty (teaching, research, consultancy, and institution building), and helps participants improve their knowledge, skills, and attitudes related to general and discipline-specific aspects of management education.

*“My expectations were surely exceeded in many aspects: professional delivery of class material, the passion of our teachers, the openness and positivity of colleagues plus a very well structured program. What can be better? Thank you!”*

Ieva Kvedaravičienė, ISM University of Management and Economics, Lithuania (IMTA 2015)

### Structure of the Program

Week 1 encompasses common issues and interests related to general aspects of management education, including teaching philosophy and strategy, teaching and learning methods (particularly the case method), teaching and learning tools, course design, and students' assessment and innovations in management

education, including those based on technology. It also provides insight into the kinds of management educators that business schools are seeking so as to achieve and sustain relevance and excellence in business education and management development.

Week 2 is discipline-focused and allows program participants to go deeper into discipline-specific issues. The second week of the IMTA 2016 program will include four or five of the following disciplinary tracks, run by prominent international faculty:

- Financial Management
- Leading Change
- Customers and Markets
- Strategic and International Management
- Business in Society

By now, IMTA has educated 540 management educators from 148 institutions in 45 countries around the world. For application documents, fees and additional information, visit [www.ceeman.org/imta](http://www.ceeman.org/imta).

We look forward to welcoming you in Bled in June 2016!



# The 22nd CEEMAN Case Writing Competition in Cooperation with Emerald Is Open for Submissions



CEEMAN, in cooperation with Emerald Group Publishing, is happy to announce the launch of the 22nd CEEMAN Case Writing Competition.

Building on the experience and tradition of the past CEEMAN Case Writing Competitions, we invite authors to submit their case studies for the CEEMAN Case Writing Competition 2016 that strives to motivate faculty members for curriculum development and the development of the case study method.

The aim of the competition is to encourage and promote the development of high-quality teaching case materials relevant for the realities of dynamic and emerging economies while enhancing the development of case-writing capabilities in those countries. CEEMAN has been promoting the case method in management education, and helping develop case writing and teaching skills also through its [International Management Teachers Academy](#) (IMTA), which takes place every year in June in Bled, Slovenia.

CEEMAN and Emerald have partnered in this competition to reward case writers and promote the best submitted case studies. Emerald provides an internationally recognized outlet for the publication of case studies in its [Emerald Emerging Markets Case Studies \(EEMCS\) collection](#).

Global submissions for the competition should focus on developing and emerging markets (Central and Eastern Europe, Latin America, Africa, Asia, Oceania, and the Middle East). The case studies need to demonstrate a real situation in a real company with a clear decision-making situation, and have a well-developed teaching note ready to be used in a classroom. Further guidelines and some instructional materials on case writing are provided on the competition's website: [www.ceeman.org/cwc](http://www.ceeman.org/cwc).

To submit your case study, visit the online submission site at <http://mc.manuscriptcentral.com/eemcs>. When prompted, select CEEMAN 2016 as the issue that you are submitting to.

The total CEEMAN/Emerald award prize pool is worth over 10,000 euros, including 4,000 euros of prize money, split across the first three places, and scholarships to attend CEEMAN's faculty development programs. Prizes will be awarded to the overall winner and two runners-up at the 24th CEEMAN Annual Conference in Tallinn, Estonia on 30 September 2016.

#### Important dates

- Case submission deadline: 29 May 2016
- Notification to authors about the competition results: 1 September 2016
- Case Writing Competition Award: 30 September 2016, 24th CEEMAN Annual Conference Award Ceremony, Tallinn, Estonia

For more information, please visit: [www.ceeman.org/cwc](http://www.ceeman.org/cwc).

We look forward to receiving your submissions!

## PRME Regional Chapter in CEE to Have Its First Meeting in April 2016

The inaugural meeting of PRME's Central and East European Chapter will take place at RISEBA University, Riga (Latvia) on 18-19 April 2016, in conjunction with RISEBA's International Week 2016 "Become Engaged and Make an Impact: Ethics, Responsibility, and Sustainability Across Disciplines".

The main aim of the chapter is to give a stronger voice to PRME signatories of the CEE region within the PRME initiative and Responsible Management Education (RME) movement and provide them with more visibility, highlight good practices, as well as facilitate better exchange of ideas and experience in the area of RME relevant for the region. It will serve as a regional platform for dialogue, collaboration and collective action to further advance RME and sustainable development in support of broader UN goals.

The creation of regional PRME chapters was endorsed by PRME's community in Rio de Janeiro in 2012, with the aim to support and advance the Principles of Responsible Management Education (PRME) within particular geographic and cultural contexts. Since then, twelve regional PRME chapters have been created (e.g., the PRME Chapter Latin America & Caribbean (LAC), Middle East and North Africa (MENA), Nordic, DACH, Brazil, UK & Ireland, etc.) and have proved to be a useful outlet for closer regional collaboration, sharing good practices, and implementing PRME locally.

CEEMAN's office sent out a proposal to establish the CEE chapter in consultation with PRME's secretariat in August 2015. After that, discussions about the creation of the chapter and its potential activities have been taking place informally via email and at the 23rd CEEMAN Annual Conference held in Almaty, Kazakhstan, in September 2015. Since then, more than 15 schools from 13 countries in Central and Eastern Europe, including CIS and Central Asia, have expressed interest and supported the idea of establishing the chapter. Irina Sennikova, rector of RISEBA University and vice-president of CEEMAN, offered

to host the chapter secretariat at her institution in Riga, Latvia, for the time being.

The Riga meeting in April will provide a platform for the official establishment of the chapter and develop a plan for its activities. The meeting participants are also encouraged to use the opportunity to deliver guest lectures at RISEBA's International Week taking place at the same time, as well as to submit papers for the Ninth Annual Scientific Baltic Business Management Conference (ASBBMC) 2016 "Challenges of Business Sustainability in the Digital Age" held later that week.

### RISEBA's International Week 2016

The goal of RISEBA's International Week 2016 is to promote and enhance the integration of ethics, responsibility and sustainability (ERS) into teaching, research, and operational practice. Lectures, workshops, networking sessions and other events will be organized to help the students, faculty and staff better understand the nature of ERS, discuss the latest developments and find new ways to utilize ERS in three key fields of studies: business and economics, media and communications, and architecture and design.

### The Ninth Annual Scientific Baltic Business Management Conference (ASBBMC) 2016 "Challenges of Business Sustainability in the Digital Age"

Authors are invited to submit papers for the following sections:

- Business models in the digital age
- Sustaining digital leadership: human resources and smart technology strategies for growth
- Start-ups: perspective areas, governmental support, available funding
- Striking the balance between risk and return
- Customers' behavior and decision making in the digital age
- Cyber agenda: product development versus cyber risks

Selected papers will be published in the Journal of Business Management (ISSN 1691-5348; indexed in the EBSCO Publishing Data bases) and sent to one of the Thomson Reuters (formerly ISI) Web of Knowledge journals.

*If you are interested in participating in the first PRME CEE chapter conference and related events, please contact Galina Zilgalve, international projects manager at RISEBA ([galina.zilgalve@riseba.lv](mailto:galina.zilgalve@riseba.lv)) for more information.*



## Update on CEEMAN Research on Management and Leadership Development Needs in Dynamically Changing Societies

The second meeting of the scientific committee of CEEMAN's research project on "Management and Leadership Development Needs in Dynamically Changing Societies" took place on 23-24 November in Riga, Latvia. It was hosted by RISEBA University. The aim of the meeting was to further develop the project proposal, especially in the area of data gathering and methodology, so as to provide a detailed research protocol and instructions for CEEMAN members and partner institutions who will conduct the research in their countries in the first half of 2016.

So far, 21 institutions from 13 countries (Albania, Bosnia and Herzegovina, Croatia, Estonia, Kazakhstan, Latvia, Poland, Republic of Macedonia, Romania, Russia, Slovakia, Slovenia, and Ukraine) have confirmed their participation in this substantial research effort, which aims to gather valuable insights into the challenges faced by businesses and their management and leadership development needs. More CEEMAN members and partner schools, from Central and Eastern Europe and other parts of the world are encouraged to join the project. This would extend the its geographic reach its relevance.

The first meeting of all research partners and country coordinators is planned for 15-17 February in Bled, Slovenia. The researchers will receive more details and clarifications on the project, its methodology, and its research protocol to make sure that all countries are consistent and thorough in their data gathering and the analysis that will lead to individual country reports and aggregate results. .

*For more information and to participate in the project, please contact Olga Veligurska, CEEMAN director, at [olga.veligurska@ceeman.org](mailto:olga.veligurska@ceeman.org) or Alenka Braček Lalič, CEEMAN IQA director, at [alenka.bracek.lalic@ceeman.org](mailto:alenka.bracek.lalic@ceeman.org)*

## Reconnecting with CEEMAN Alumni and Friends in Tallinn and Riga

The Tallinn School of Economics and Business Administration of Tallinn University of Technology (TSEBA) will host the 24th CEEMAN Annual Conference on 28-30 September 2016. CEEMAN Director Olga Veligurska visited Tallinn on 20 November and explored potential conference venues together with Karen Voolaid, head of International Programs at TSEBA. Olga also visited one of CEEMAN's founding members – the Estonian Business School - and met with its president Madis Habakuk, Rector Arno Allman, and Rector for International Collaboration Toomas Danneberg. In the evening, an informal gathering with CEEMAN IMTA alumni and members from Estonia was organized, which also provided a great platform to discuss ideas for the upcoming CEEMAN Annual Conference topic and program, in addition to exchanging individual news and updates.

On 23 November, close to 30 CEEMAN colleagues came together at RISEBA University in Riga, Latvia. More than half of them were alumni of CEEMAN's IMTA. Olga shared updates on the association's activities in the past year and plans for 2016. The IMTA alumni also had a





## CEEMAN Represented at Higher Education Events in Slovenia

chance to introduce themselves to each other and discuss opportunities for cooperation. They also met members of the CEEMAN research committee: Sergei Filonovich, dean of the Higher School of Economics of the National Research University in Russia; Iryna Tykhomyrova, president of the International Management Institute MIM-Kyiv, Ukraine; Ian Sutherland, deputy dean for research at IEDC-Bled School of Management, Slovenia; Alenka Braček Lalić, CEEMAN accreditation director, Slovenia, and of course Irina Sennikova, rector of RISEBA and vice-president of CEEMAN.

Assistant Professor Dr. Alenka Braček Lalić, CEEMAN IQA director and research fellow at IEDC-Bled School of Management, has been invited by the University of Ljubljana to present her views as an external evaluator of the Erasmus Strategic Partnerships program for Higher Education. Alenka has been an external evaluator, selected and nominated by the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programs since 2012. She has been involved in numerous external evaluations during the past three years. At the event, organized by the University of Ljubljana and held on 13 November 2015, Alenka presented the field-specific priorities and assessment criteria for higher education set by the European Commission. Field-specific priorities for higher education are:

- Activities that help attune curricula to current and emerging labour market needs and equip the young generation with transversal skills such as entrepreneurship;
- Activities to develop innovative strategies to boost mobility or ways to remove obstacles to mobility;
- Activities that strengthen the links between education, research, and business to promote excellence and regional development;
- Activities that increase the number of graduates;
- Activities that support the implementation of the 2013 Communication on Opening Up Education.

During her presentation, Alenka focused on the expectations for each of the assessment criteria: relevance, quality of project design and implementation, quality of partnership, impact, dissemination and sustainability. She identified the most common mistakes made by higher education institutions in preparing projects for Erasmus Strategic Partnerships programs.

On 2 December 2015, Alenka also led a roundtable on “Students as Co-Creators of Higher Education” within an international conference on “Integration of Slovenia in the European Higher Education Area”, organized by the Ministry of Education, Science, and Sport of the Republic of Slovenia and the Slovenian Student Union. The conference focused on the quality of higher education and learning outcomes, as well as the financing of higher education, and its social dimension. It was attended by more than 100 participants.

Alenka presented legislation in the field of higher education in the Republic of Slovenia which is expected to stimulate strong student engagement in quality assurance procedures at the institutional and national level. It was recognized that this is in total compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education (ESG) and other EU policies. However, based on the results of a student survey, Alenka highlighted that students do not think that they are sufficiently engaged in the creation and development of higher education policy, academic programs, curricula, teaching methods, assessment, and revision procedures of academic programs. The survey was prepared and run by Alenka and Katarina Aškerc across more than 400 Slovenian students in May 2015

During the discussion, participants came to the following conclusions:

- Students should have their voting rights in all governing bodies of a higher education institution;
- Students should be more widely integrated in the revision and updating of academic programs. This requirement should be included not only in accreditation criteria, but also in the Higher Education Act;
- There is a need for the establishment of a national center or unit that would study higher education for decision making purposes.

*If you would like to get more information on the Erasmus Strategic Partnerships Program for Higher Education or on the research results that will be published by Improving University Teaching (IUT), do not hesitate to contact Alenka at: [alenka.bracek.lalic@ceeman.org](mailto:alenka.bracek.lalic@ceeman.org).*

## Call to Action: Mobilizing Academic Community Action in Response to the Refugee Crisis

In September 2015, the PRME Secretariat issued a call to action to business schools and management-related higher education institutions (HEIs) in response to the refugee crisis. As a PRME steering committee member, CEEMAN believes that the need for action is urgent and invites CEEMAN members to respond to the call.

Sixty million people have been displaced by conflict and over 410,000 have crossed the Mediterranean from the Middle East so far this year. Although the primary responsibility for peace rests with governments, the urgency of the global refugee crisis is a challenge that requires support from all actors in society on a short, mid and long-term basis.

The leaders of the international academic community are called to take action and address the refugee crisis. In particular, by providing access and scholarships to business and entrepreneurship-related classes and knowledge resources to refugees, HEIs can contribute to the education of those who will return home to build a future worth living with their families and within their communities. Furthermore, HEIs can take steps to raise awareness and understanding regarding the situation of refugees, and foster social cohesion. HEIs are called to offer their support and incentivize their students to be engaged in these efforts. By joining forces with business, governments, UN agencies, civil society organizations and other HEIs, business schools can forge long-term partnerships for education and sustainable development. HEIs should determine how best to provide support based on their own assets and capabilities.

Join the movement and make a commitment to the refugee crisis. Commitments will be highlighted on the official UN business website.

The call to action: [Mobilizing Academic Community Action To Refugee Crisis](#)

See the Global Compact Call to Action: [Business Action Pledge in Response to the Refugee Crisis](#)

## South University (IMBL): Export of an Education Course



SU Rector Imran Akperov

South University (IMBL) is an institute of higher education with a 25 year history. It is one of the leading institutes of higher education in the south of Russia. IMBL was the first private institute established in this country. Today IMBL provides education at different levels in the fields of economics, management, law, psychology, informatics, and tourism.

The programs cover the whole cycle of continuing education: from studies at a specialized school to a PhD or DBA degree. There are secondary professional education programs as well as undergraduate, graduate, and post-graduate programs. In 2007, the International Business School was established at IMBL. Today it is one of the most successful business schools in the south of Russia.

IMBL has participated in the government-financed educational program since 2012. This shows that the quality of education fully satisfies government standards.

IMBL's strategy is based on the introduction of advanced educational technology, active international cooperation, and scientific research.

Today IMBL is exporting education, thus strengthening its position on the international market. In Turkey (IMBL) achieved success in a field that

requires a high level of proficiency: scientific programs that lead to the highest academic degrees. Today, about 250 Turkish students are studying on DBA and PhD programs at IMBL. We offer five specializations: business administrating, management in healthcare, management in education, industrial psychology, and labor protection. Government authorities, major companies, and the best institutes of the south of Russia are involved in the education of international specialists. IMBL heads the list of Russian institutes in terms of number of international students on business education programs.

For the past three years, the Executive MBA program of International Business School has been ranked among the world's top-200 programs and the top-20 programs of Eastern Europe according to the Eduniversal global ranking. In 2015, the full-time MBA program also gained recognition.

A dual-degree program is another international project of IMBL. It has been provided since 2007 jointly with the Spanish business school CESTE in Zaragoza. It is the only Russian-European dual-degree program in the south of Russia. Students can study on a Russian secondary education program or an undergraduate program and receive a European BBA degree from CESTE business school at the same time. The learning process includes foreign internships and advanced courses in English and Spanish. It is important to mention that the Russian market lacks such programs for young people. This fact makes the dual-degree BBA program more popular.

Currently, the institute is actively working on organizing an international academic exchange with the Almaty Management University in Kazakhstan and the Riga International School of Economics and Business Administration in Latvia).

IMBL is continuing to grow and develop. It opens new campuses and halls of residence. In 2014 and 2015, branches of three other institutes affiliated with IMBL. Currently, the institute has around 7,000 students.

SU Campus



## ALBA Executive MBA Program Recently Accredited by the Association of MBAs



The ALBA Executive MBA program was recently accredited by the Association of MBAs (AMBA), the most prestigious international accreditation body for MBA programs. AMBA accreditation represents the highest standard of achievement in postgraduate business education.

The ALBA Executive MBA is a program for senior and upper-level executives with achievement record, leadership potential, and intellectual curiosity. It is offered in a modular, weekend format over 22 months, and is supported by a dedicated staff. The program is designed for senior and upper-level executives with a heavy management workload. It is characterized by an unparalleled depth in leadership and innovation.

The visiting faculty come from premier business schools in Europe and the US (such as Harvard, Wharton, LBS, INSEAD, etc.). The most recent visit was by Dr. Peter Cappelli who came to teach the course "Talent Management". By the end of this course, students developed an understanding of the role of managing talent and performance. They also learned how to perform an analysis of a firm's talent and performance management.

Dr. Cappelli is the George W. Taylor professor of management at the Wharton School and Director of Wharton's Center for Human

Resources. He was recently named by HR Magazine one of the five most influential thinkers in management, and was elected a fellow of the National Academy of Human Resources. He serves on the Global Agenda Council on Employment for the World Economic Forum and a number of advisory boards.

Can Greece build on the country's two key competitive advantages - its human resources and privileged position - and become a magnet for investment in technological development at an international level?

Taking into consideration estimates indicating that by 2020 we will have more than 800,000 vacant jobs in Europe in the field of new technologies and IT, the conclusion is that a unique opportunity appears for Greece to create 500,000 new jobs over the next decade.

The research was initiated by the president of the Council of European Professional Informatics Associations (CEPIS) Mr. Byron Nicolaides. It was conducted with the support of the Athens University of Economics and Business, ALBA Graduate Business School at the American College of Greece, and Hellenic Professionals Informatics Society (HePIS). The full research report can be found on [www.hepis.gr](http://www.hepis.gr)

According to the study, vacancies in the field of information technologies and wider digital skills already exist in Europe and will increase in number significantly in the coming years.) They could be filled in various ways by new employees who reside in Greece"

- Through the establishment of branches in Greece of European enterprises, following the example of large multinationals that set up technical support centers in Greece
- eBby providing IT services and application development by Greek companies to foreign ones, based on the model of outsourcing
- Through distance working, particularly in the area of application development where this new employment model should be introduced in a systematic way.

*Dr. Nikolaos Mylonopoulos, associate professor at ALBA, was a member of the research team that came to the conclusion that a unique opportunity appears for Greece to create 500,000 new jobs over the next decade*



## News from Almaty Management University



*Ms. Daniya Asanova, Vice-rector for Science and Strategic Development receives the award on behalf of AlmaU*

### Third Place for AlmaU Students in International Business Case Competition

Competing against 15 universities from eight countries, the AlmaU team took the third place in an international business case competition. This enables the team to study at the University of SolBridge at a 50 percent discount. AlmaU students were able to offer a number of solutions to the business case "What Strategy Should LG Electronics Indonesia Adhere to so as to Achieve a 10-Percent Share of the Indonesian Smartphone Market?". Of note, there were LG Electronics representatives on the jury.

### AlmaU President Gives a Speech at UK - Kazakhstan Universities Forum

On 2 November, 2015, London hosted the first Forum of the British and Kazakh universities, with the participation of the ministries of education and science of Kazakhstan and the United Kingdom, as well as the heads of 67 universities from both countries. Kazakhstan was represented by 35 national, public, and private universities, including Almaty Management University. Mr A. Kozhakhmetov, AlmaU president, gave a speech at the forum on the development of Business Education in the Republic of Kazakhstan.

### AlmaU is a Leading Business School with Significant International Influence

Eduniversal, a ranking agency, awarded Almaty Management University four palms for 2015. This

is evidence that AlmaU is a leading business school with significant international influence in Kazakhstan and Central Asia.

The results of the ranking were officially announced during Eduniversal's eighth world-wide convention at Harvard University, Boston (USA), on 12-15 October, 2015.

A three-palm award was first awarded to the International Academy of Business (AlmaU's previous name) in 2008. The university received this distinction each year until 2013, when IAB first got four palm.

### Service Learning at AlmaU

A press-conference entitled "For the First Time in Kazakhstan: Introduction of a New Discipline for Students" was held in Kazakhstan's press-club on 8 September, 2015. On 1 September, 2015, AlmaU introduced the new discipline "Service Learning" in the educational program for first-year Bachelor students of all majors. Students are taught how to serve society and apply all their knowledge in practice by working in nursing homes, homes for disabled people, and other social organizations. The introduction of this course fits with the policy of the university, which strives to prepare qualified specialists for the business sphere, who deeply understand their civil responsibility for society.

*AlmaU students receive an award in the International Business Case Competition*



*Conference speakers A. Kozhakhmetov, AlmaU president, and A. Nurgabdeshev, dean of the Faculty of General Education*



## EU Launches New Career Services Department



EU Career Fair

EU Business School's (EU) new-look Career Services Department (CSD) was launched this academic year and is off to a fantastic start. The department strives to provide students across all the school's campuses with outstanding career advice that can help them in their professional lives.

Personalized counseling, assistance and information helps students to launch their search for a career with the complete skill set that they require. This approach continues to prove effective as demonstrated by the EU students' excellent employment record. Most graduates are employed, placed in an internship, or accepted into a further study program within six months of graduation.

To develop a rounded skill set, students receive professional advice on their CVs, assistance with interview preparations and updates on the latest networking opportunities. Furthermore, the CSD is in constant contact with major companies such as Danone, Gucci and Accenture among many more, obtaining exclusive offers and opportunities for students.

### Student Support

Students approach the CSD with a variety of different objectives; whether they are looking for a professional opportunity in a specific location,

or perhaps weighing up possibilities within a certain sector. One student said "I approached the CSD to make sure that I was on the right track to get an internship through EU and also for building my profile in the best way possible". Feedback has been overwhelmingly positive, with students citing the personal interaction and professional approach of the staff as standout strengths.

### Exceptional Events

In conjunction with faculty and staff, the CSD hosts exciting career workshops, where students get the opportunity to learn from distinguished and varied guest speakers, both members of EU's careers department and external experts. The speakers belong to a variety of industries and sectors, therefore students can benefit from a wider perspective on recruitment processes in general. These are regular events that take place across the EU Group.

The CSD has also organized career fairs, through which students and graduates meet recruiters and company representatives, often leading to collaborations and offers of employment for members of EU's community.

### Regional Opportunities

In addition to these on-campus and off-campus events, the CSD keeps a finger on the pulse of developments and events in local recruitment. For example, students on the Barcelona campus enjoy the chance to attend events such as the Pitch Bootcamp, which facilitates direct relationships between job-seekers and local businesses. These events offer exciting opportunities to students, who can use their career skills to capitalize on new opportunities.

The support and services provided by the CSD ensure that EU students have the best start to their careers and can launch themselves into the modern working world with great success.

Career Advice at EU



## Gdansk Management College: New Dean of the Faculty of Computer Science and Management

In October 2015, a new dean was appointed at the Faculty of Computer Science and Management of Gdansk Management College. During the inauguration of the 2015/2016 academic year, we said farewell to retiring dean PhD Irena Zakidalska. As a specialist in the field of sociology, in her farewell lecture she focused on the sociological concept of passing time and the exponential growth of technology in everyday life, work, education, and business. This was a short outline of the challenges that the new dean will face.

The new dean is Arleta Plawska, a specialist in the field of human capital management, particularly in higher education, project management and European funds. We hope for a good cooperation, especially because of the difficulties threatening the private university sector in Poland.

### Difficult Time for Private Universities

At the Faculty of Computer Science and Management, Prof. Marcin Geryk is leading a research project about managing private universities in Poland in 2010-2015, entitled "The Dying Sector: Non-Public Universities in Poland". The research is a continuation of the study from 2005, when the sector was in growth. Nowadays, because of the demographic decline, the question of the future of private higher educa-



Inauguration of the academic year 2015-2016

tion is very relevant. The research revealed what opportunities and obstacles managers of private universities in Poland perceive.

Prof. Marcin Geryk and Gdańsk Management College intend to participate in the creation of PRME CEE. The assumptions of PRME are related to social responsibility, which is the main idea in the research of Prof. Marcin Geryk, author of the 2010 research report *Social Responsibility of the University as Perceived by its Stakeholders*. We hope that his knowledge and experience will be helpful.

### The Balance Between Our Educational Offers

We want to keep a balance between the social and health studies that are offered by the Gdansk Management College. At the beginning of 1999, we offered education only in business subjects (management, finance, administration). Nowadays, to meet the needs of society and the need for good management, we also offer education in health studies. We have offered physiotherapy since 2007, cosmetology since 2010 and dietetics since 2015. We are happy that by extending our offer, we can educate more young people. Our school greets them with a friendly atmosphere, excellent staff, professionally equipped studios, and over 15 years experience in opening new opportunities!

College leaders





## HHL Supports Education of Refugees with Three Full Scholarships



Field Project Valsight

HHL Leipzig Graduate School of Management will award three Fridtjof Nansen Memorial scholarships specifically designed for refugees who wish to continue their education in Germany. The full scholarships for the two Master in Management programs (MBA and M.Sc.) are reminiscent of Fridtjof Nansen (1861-1930), who was awarded the Nobel peace prize for his contribution to international aid to refugees. The scholarships will cover tuition fees as well as the cost of living. Refugees with a first academic qualification, who have gained some initial professional experience, provide records of excellent academic and extracurricular performances, and apply for HHL's full-time M.Sc. program starting in March 2016 or the full-time MBA program starting in September 2016, are eligible for this support. For the M.Sc. in Management, a first degree in business studies is required. For the MBA program, a first academic degree is required, regardless of the field of studies. More information is available at: [www.hhl.de/nansen-scholarship](http://www.hhl.de/nansen-scholarship)

### “HHL Has Everything You Could Ever Want from a Business School”

At the beginning of September, HHL warmly welcomed 59 new exchange students coming from 21 countries around the world. Silviu-Alexandru Petcu from the Bucharest University of Economic Studies says, “I feel that HHL has everything you

Silviu Petcu



could ever want from a business school, both in terms of academic courses and student life. What I like the most about HHL in comparison with my home university is the access that we have to meeting managers of great corporations and also potential future employers. I find it very useful that the practical approach of the teachers here prepares us for most of the challenges someone could encounter in his job. One of my goals as a business student is to get to work for a large consulting company. I feel that what I learned here in one semester in terms of business strategy or problem solving and communication will help me more in order to achieve this goal than what I've learnt in Bucharest in the past four years. Needless to say, the workload here is, as expected, a bit greater than in Romania but I feel this exchange program is a professional opportunity for me and I am also keen on having noticeable academic results”.

### HHL Supports Companies in Creating New Business Models

In April, the new format of HHL corporate innovation seminars started successfully. Students work together with a large corporation to create business model innovations for them. In the first corporate innovation seminar, five HHL student teams developed five new business models for Deutsche Postbank. These were presented afterwards to the chief executive officer of Deutsche Postbank, Frank Strauss. He and the team from Postbank were very pleased with the results. Currently, the second corporate innovation seminar is running with E.ON as a corporate partner. Five student teams are working on new concepts for energy efficiency. The first course was given the highest grades by the students as it enabled them to apply innovation management in a real-world scenario and develop business models that might be implemented by the companies directly. The most successful teams out of the corporate innovation seminar will get a chance to work further on its ideas at SpinLab – The HHL Accelerator through a student consultant project,

a master's thesis, or an internship. The corporate innovation seminars are organized by the Stiftungsfonds Deutsche Bank Chair of Innovation Management and Entrepreneurship as well as the Center for Entrepreneurial and Innovative Management (CEIM).

### **Largest German Academic Conference on Entrepreneurship Hosted by HHL**

HHL will be the venue of the 2016 G-Forum Conference on 5 - 7 October, 2016. The 2016 G-Forum will be held for the 20th time and is the most important conference of academic research on entrepreneurship in Germany. About 300 researchers and practitioners from Germany, Austria, and Switzerland come together each year to share and discuss the latest developments and insights. The leading theme of next year's conference is "Business Model Innovation: How Can New Business Models Be Developed Faster and Pushed to the Market Through Spin-Offs and Spin-Ins?". However, the conference is open to a variety of topics in the field of entrepreneurship. The University of Leipzig, the Selbst Management Initiative Leipzig (SMILE) and SpinLab – The HHL Accelerator are the official partners of the conference. Hosting the G-Forum strengthens HHL's position as one of the top entrepreneurial universities as well as the position of Leipzig as a hot spot for potential business founders. [www.fgf-ev.de](http://www.fgf-ev.de)

### **Future of Marketing in the Focus: Mirror Survey with Students, Executives and Chief Executive Officers**

Two years ago, Prof. Manfred Kirchgeorg took the opportunity to invite the national student initiative "Marketing Between Theory and Practice" (MTP) to a workshop in Leipzig and exchange ideas about the future of marketing as a discipline. An idea came up to carry out a mirror survey with marketing students at universities and executives as well as chief executive officers on the future orientation of marketing. The survey was carried out in cooperation with MTP, the Academic Society for Marketing and Business Leadership, and the SVI-Endowed Chair of Marketing. This study provides results from three perspectives on marketing as a discipline and on marketing studies for the first time. Feedback was provided by 400 marketing students, 139 executives and 21 chief executive officers.

One result stands out in particular: executives and chief executive officers see marketing as market-oriented management. Marketing students, however, do not have a clear view of the field of marketing. This shows that, due to the fragmentation of marketing as a discipline

and the diversification of course offerings at schools, students have only a rather fundamental understanding of marketing. The understanding of how marketing is connected to other business functions is lost.

The future orientation of the marketing curriculum reflects the demand for more content connected to digital transformation (big data analytics, multi-channel management, mobile marketing, etc.). In contrast to the company representatives, marketing students wish for a bigger focus on sectoral and target-group specific marketing. When asked about entry sectors, classic priorities of the commercial branches dominate. However, marketing students nationwide are rather reluctant when it comes to activities related to company founding.

The up-to-date results of the complete study were presented to 270 participants at an MTP conference in Frankfurt on 6 October, 2015. A comprehensive report on the results will be published soon.

## IEDC-Bled School of Management: Women and Leadership Around the World



Presidents' forum

A special chapter titled "The Leadership Development Journey of One of Slovenia's Most Influential Women", dedicated to IEDC President Prof. Danica Purg, was recently published in the book *Women and Leadership Around the World*. The book is the third volume in a *Women and Leadership: Research, Theory and Practice* book series, published through a partnership with International Leadership Association and Information Age Publishing, USA, authored by Dr. Susan Madsen of Utah Valley University.

The book examines women's leadership in four regions of the world — Asia Pacific, Europe, North America and the Middle East. The chapter about European women leaders from Europe contains reports from Finland, the United Kingdom, Czech Republic, and a whole case study about the leadership journey of Prof. Purg. Dr. Madsen and her fellow editors worked more than two years on the third volume. *"This volume focuses on women around the world and how they can become stronger leaders by overcoming challenges and stepping forward"*, says Dr. Madsen. *"Strengthening women and leadership is not*

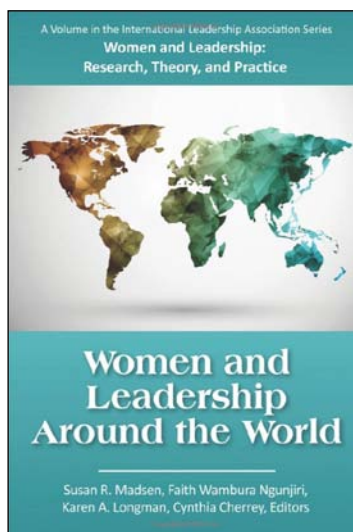
*just an issue here in Utah or in the United States. It is important around the world. There's a lot of work globally to be done to build and strengthen women to have confidence in their abilities to lead as well as care for and protect their families. Women need to rise up and take leadership roles around the world — whether at the grassroots level or at village or country levels"*.

### Recent IEDC Executive Forums

In October 2015, IEDC organized two major international executive forums: the Annual Human Resource Managers' Forum (1- 2 October) and the Annual Presidents' Forum (23 October). The former was titled "Coaching Ourselves: HR Development Without Hierarchy" with an additional track: "Millennials - How to Engage Them?". It brought together 80 human resource managers from 13 countries. Participants had a unique opportunity to learn about the Coaching Ourselves peer-coaching program directly from its inventor Mr. Phil LeNir from Canada, and from Mr. Kentaro Iijima, corporate executive adviser at Fujitsu, Japan, who explained, how the method works in practice.

The first day of the human resource forum was concluded by Dr. Ian Sutherland, vice-dean of IEDC, with a special demonstration: coaching through music with the Carmen Manet choir. An additional track was organized on the second day of the human resource forum: "Millennials - How to Engage Them?". Marko Majer, founding partner and chief executive officer of Mayer McCann and PhD candidate at IEDC, presented his research on millennials. Yiannis Koutrakis of IBM also presented IBM research about millennials whereas Maja Bunčič from Delta presented their good practices.

More than 100 leaders from 12 countries attended IEDC's International Annual Presidents' Forum with William A. Fischer, professor of innovation management at IMD Lausanne and one of the world's most influential management thinkers on social media. The Presidents' Forum was entitled:



“Are you a Digital or an Analog Leader?”. The introductory speech was given by Dr. Erhard Busek, president of IEDC’s supervisory board. He stressed that we cannot afford the current lack of leadership, especially now when Europe is facing a refugee crises. He claims that this a leadership crises in the first place. Mr. Janez Škrabec, president of the Riko Group, gave an opening address as a forum partner. The forum also featured a very lively round table with business leaders: Sandi Češko, chairman of Studio Moderna Group, Slovenia; Thorsten Köhler, chief executive officer of YOUR SL GmbH, Germany; Ulrik Nehammer, chief executive officer of Coca-Cola Erfrischungsgetraenke AG, Germany; and Branislav Vujović, president of the New Frontier Group, Austria. Both forums attracted a lot of media attention and were supported by media partners (seven media partners from four countries).

## International Study Tour to Norway for Participants of LvBS Programs

Twenty-six students of the long-term programs of the UCU’s Lviv Business School went on an international business tour of Norway. The tour took place within the project “Innovation Across Border” that included three training workshops in Ukraine and a week-long visit to Norway.

The project was implemented by LvBS in partnership with the Norwegian company Innoco and the Norwegian University NTNU, with the support of the Norwegian Ministry of Foreign Affairs. The project was open to participants of the following programs: MS in Innovations and Entrepreneurship, MS in Technology Management, MA in Human Resources, and Good Governance.

The LvBS students visited Norway’s leading companies for a week (9-15 November), and communicated with top management and government entities: the Oslo Opera House, Oslo City Hall, Innovation Norway Office, Telenor (one of the world’s major mobile operators), NRK (Norwegian Broadcasting Corporation), the Nobel Peace Centre, BI Norwegian Business School in Oslo, LO, KS (Norwegian Association of Local and Regional Authorities), the Norwegian Parliament, the Architecture and Design University in Oslo, and Finn.no. The students also met with Reidar Hjermann, former ombudsman for children in Norway. Apart from the core program, all participants had individual meetings with representatives of their sector – educational institutions,

*Borge Brende, Minister of Foreign Affairs of Norway, during the opening of the conference*





Participants of the project "Innovation across Border" at Nobel Peace Centre

IT companies, municipal institutions, business incubators, and more.

On 11 November, the participants took part in the Norwegian-Ukrainian ICT and Investment Conference in Oslo organized by the Norwegian-Ukrainian chamber of commerce.

*"A lack of good governance in Ukraine is the main reason for the current economic situation", said Borge Brende, minister of foreign affairs of Norway, during the opening of the conference. He also stated that Ukraine needs and deserves support from the international community, including Norway, but we have to implement reforms as quickly as possible, "This conference is an excellent platform to plan some cooperation between our two countries. There are numerous reasons why Norway should invest in Ukraine".*

Within the "Innovation Across Borders" project, the participants also elaborated their own ideas: how they can improve their own projects based on the knowledge and experience that they have gained or how they can become more effective in what they do.

Olav Berstad, former Norwegian Ambassador to Ukraine, pointed out after the presentations, *"We need to cooperate, especially in the area of innovation. Norway has succeeded not only because of its huge energy resources, but also because of good governance, strong democracy, and trust. Innovation without borders is very important! We hope to see positive transformation processes in Ukraine in the near future."*

## MIM-Kyiv Reinforces Its Global Presence

Top rankings, global organizations, and international events constituted MIM-Kyiv's fall 2015 activities.

MIM-Kyiv business school was ranked the number one Ukrainian business school by Eduniversal, a ranking agency, for the second time in a row. MIM-Kyiv President Prof. Iryna Tykhomyrova was awarded the prize at the Eduniversal convention in Boston. MIM-Kyiv has participated in the Eduniversal rankings since their very beginning. Many times the school's programs were recognized as the best in the country and in the region. So far, MIM-Kyiv has been recognized as an excellent business school with a strong international influence

In October, MIM-Kyiv conducted the First International Change Management Forum. The main topic of the event was adapting to the new fast-changing economic and political environment. Dr. Ichak Adizes, a leading international management consultant and founder of the Adizes Graduate School (AGS), was a keynote speaker of the event. Mr. Shoham Adizes, vice-president of operations and director of training and certification of the Adizes Institute, and Dr. Virginijus Kundrotas, dean of the Adizes Graduate School and president of the Baltic Management Association, delivered special Master classes on organizational transformation and on how the Adizes methodology can be applied in countries with new economies.

Prof. Iryna Tykhomyrova, MIM-Kyiv's President received the Eduniversal award



MIM-Kyiv joined the AACSB International, one of the most reputable global international organizations in the business education industry, thus becoming one of the very few Eastern European business schools to be members of the association and the first in Ukraine. Prof. Iryna Tykhomyrova, MIM-Kyiv president and Prof. Oleksiy Vynogradov, MIM-Kyiv vice-president, received the certificate confirming MIM-Kyiv's membership during the meeting with the AACSB International's executives at the organization's global office in Tampa. MIM-Kyiv believes that membership in the organization will promote the highest international standards of business education in Ukraine.

## Responding to the Internationalization Agenda: Managing International Activities at New Economic University

Internationalization is one of the key areas in the strategy of the New Economic University along with the establishment of an academic quality assurance system, based on the UK Quality Code for Higher Education, development of core competences aligned with international best practices in cooperation with employers, and integration of massive open online courses in the teaching and learning process under the E-NEU project.

What is important for us in the internationalization process? First and foremost, we have to improve the quality of education and research activities so as to prepare our students for a career in the globalized world. This approach assumes a new teaching model - implementing blended learning programs, establishing business-incubators jointly with the foreign business community, facilitating the discovery of students' talent, and nourishment of that talent.

Our internationalization strategy, objectives, results, and challenges are being discussed at the meeting of the International Affairs Committee with the involvement of faculties, deans, students, heads of divisions and representatives of international organizations and associations. Student participation in scientific and business activities is a desirable part of international projects. Corporate relations with the international business community are enhanced as a result of such discussions and proposals,

*Shynar Imangaliyeva  
Head of the International Affairs Department  
New Economic University, Almaty, Kazakhstan*



and bilingual Kazakh-English and Russian-English education programs are improved.

Being a core issue of internationalization, academic mobility, is implemented through double degree programs, exchange programs, and scientific internships at the Bachelor's, Master's, and doctoral levels. Our partners are leading universities in the USA, Italy, Switzerland, Germany, Japan, China, South Korea, Russia, Poland, and other countries. The New Economic University also participates in the internationalization process at the regional level in the framework of the Shanghai Cooperation Organization through development of joint degrees and exchange programs.

During the last few years, 10 international TEMPUS and Erasmus Mundus projects were implemented in a consortium with European partners. Descriptions of degree programs based on competence-related outcomes were produced in the framework of the project "Toward a Central Asian Higher Education Area: Tuning Structures and Building a Quality Culture". The "Strengthening Career Centers in Central Asia Higher Education Institutions" project aims to boost university-industry links so as to help graduates become more employable and develop an entrepreneurship culture among students. Three of our projects won top-three positions in various rankings during the TEMPUS project fair.

The university is currently carrying out reforms in all areas with the aim to expand international cooperation and development. Within the "NEU Visiting Scholars Program", foreign scholars are invited to do university-based research. They are provided with an office and access to library resources. The university has established a call-center service for consulting and support of foreign applicants and students who participate in academic mobility programs. In April 2016, we plan to organize an international week with the participation of our partners from Eastern and Western Europe, the USA, South-East Asia, CIS, and Central Asia. In the framework of this initiative, students from different countries will be able to discuss cultural diversity issues, attend the "Exploring Central Asia" interdisciplinary course, and share best practices in implementing major internationalization trends.

## SBS Swiss Business School: New Research by SBS Faculty

Dr. Oedekoven (SBS, DBA Faculty) just published two new books on Leadership. *Leadership Essentials* and *Leadership Foundations* are two examples of practical books describing the process of becoming a more effective leader.

*"Leadership is the art of exemplifying your core values, knowing your essential skills, and fundamentally leading with clarity of action that positively influences others towards achieving their true potential".* (Chapter 1 in *Leadership Essentials*)

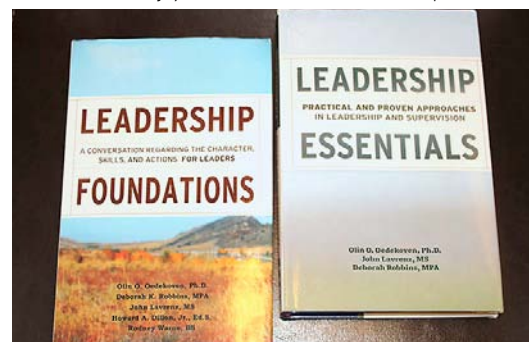
### More Research at SBS: "From MOOCs to SOOCs, a Possible Scenario for American University Leaders"

Dr. Bert Wolfs, the academic dean of SBS Swiss Business School, recently conducted a study on massive open online courses (MOOCs) and how they have affected the learning patterns of universities during the last few years.

The two major findings of his research were:

- Senior university leaders are not prepared for the digitalization of, and technological changes in, courses in higher education. Instead of being resistant, they should embrace the young generation which is all technology-driven.
- The Swiss employers that were studied are willing to offer small open online courses to their personnel as certification courses. They are less willing to offer them as degree courses.

Enjoy and learn these SBS research publications!





*Our entire team wishes our students successful studies at SBS  
Swiss Business School!*

### **A Warm Welcome to Our New Students**

We warmly welcome all of our new students to the academic year 2015-2016!

After a college preparation week led by Dr. Olsen, we started the new academic year 2015-2016 with BBA, MSc, MBA, and DBA programs.

During the college preparation week, BBA students learn more about SBS Swiss Business School and their upcoming studies. The course offered the participants an opportunity to brush up on their English and mathematical skills and allowed the students to learn about themselves and their learning styles. Classes and sessions included revision of pre-college mathematics, referencing and citation, case study methodologies, as well as team building exercises.



## FORTHCOMING CEEMAN EVENTS

- **Program Management Seminar**  
13-15 April 2016  
Bled, Slovenia
- **International Management Teachers Academy**  
12-23 June 2016  
Bled, Slovenia
- **24th CEEMAN Annual Conference**  
28-30 September 2016  
Tallinn, Estonia



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